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ABSTRACT

Northland Pioneer College (NPC) consists of five mini-centers located throughout Navajo County (Arizona), and extension classes offered in areas where no centers have been established. Because it was financially impossible to create separate libraries to service all these areas, a decentralized library system was needed. The Holbrook Center, which houses the administrative offices, will house the main reference collection. Basic reference collections will also be set up at each center and in the mobile learning resources unit, which will travel to the extension classes and mini-centers. A conventional card catalog will be maintained in the Holbrook Center. In other centers, and in the mobile unit, ROM II microfilm card catalogs will be installed. The ROM II catalogs will reflect the holdings of Yavapai College, Mohave Community College, and NPC. The three colleges involved in the ROM II project will cooperate in buying and borrowing library materials. In addition to a complete description of the proposed library system, this report contains a bibliography of materials pertinent to decentralized education. The proposal for federal assistance for the creation of ROM II card catalogs at branch campuses of the three colleges, and for the installation of teletype terminals at each main college library, is appended. (DC)

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WE'VE A STORY TO TELL TO THE NATIONS:
A PLAN FOR DECENTRALIZED LIBRARY SERVICES
NORTHLAND PIONEER COLLEGE
NAVAJO COUNTY, ARIZONA

by

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INTRODUCTION

There are many ways that one wanting to write about decentralized library services might approach the problem. I started by doing a preliminary literature search in the National Union Catalog. This search yielded several interesting possibilities, and I immediately ordered what I could through inter-library loan channels. Additional material was secured by doing literature searches at the Charles Trumbull Hayden Library at Arizona State University, and the Northern Arizona University Library in Flagstaff.

After much of the material that I was able to locate, it became clear to me that the patterns established in the literature that I had read would not really fit Northland Pioneer College or the Northland Pioneer College Library. In short, I soon discovered that I would need to "do my own thing."

During my first semester at Northland Pioneer College, I have been involved in a multitude of different activities, most of which have centered around the unique type of decentralized library service that will soon be offered here. My activities have included inter-library cooperation, and one of the biggest advantages of this inter-library cooperation has been the unique microform card catalog units that will soon be installed in three of the state's community colleges, Northland Pioneer College being one of them. Connected with these microform card catalog units is the first proposal I have written which has gone directly to Washington for funding, without going through a state agency first. A copy of this proposal is included in the appendix to this paper.

Northland Pioneer College is unique. It is quite different from any other community colleges in Arizona, although certain basic similarities

exist among most community colleges in Arizona. The point of this statement is that what is effective for Northland Pioneer College, is not necessarily effective for Yavapai College, and visa versa. Northland Pioneer College will have to hold its own ground.

It is quite possible that the key to Northland Pioneer College's success in Navajo County lies in its decentralized approach to education. Northland Pioneer College serves a sparsely populated county, where the population is spread out, and no one town is large enough to support a community college on its own. Several towns, however, are supporting a community college in Navajo County. This support comes willingly from all areas in the county because Northland Pioneer College does not identify with any one given community in the county, but rather, Northland Pioneer College identifies with the county as a whole.

The form used for footnotes and bibliographic entries in this paper is that taken from the third revised edition of A Manual for Writers of Term Papers by Kate L. Turabian, as published by the University of Chicago Press in 1967. Instead of having footnotes at the bottom of the pages where they are noted, all footnotes have been included on a special footnote page which follows the body of this paper.

This paper has two bibliographies. The first bibliography is the bibliography usually found with a term paper--the bibliography of works cited. The second bibliography is included with the paper to give the reader an idea of the kinds of materials that were searched while preparing to write this paper. This bibliography follows immediately after the first bibliography.

The appendix to this paper includes the following:

1. Maps of relevant service areas.
2. A proposal for federal funding.

3. Relevant informational material with regard to the software, hardware, and special services needed to initiate microform card catalog units.

This project has been beneficial for me. It has helped me to see where I have been, where I am, and where I am going with regard to the task of organizing and maintaining library services for Northland Pioneer College.

The half-title used in part to title this paper, "We've a Story to Tell to the Nations," comes from a traditional Protestant hymn. Those of us that are involved with Northland Pioneer College are so enthusiastic about its future, that many of us would indeed, tell the Northland story to any group of nations that would be willing to listen. Northland Pioneer College and its special uniqueness is already doing its part to put Navajo County, Arizona on the map as far as postsecondary education in Arizona is concerned.

An introduction would not be complete without thanking several individuals. First, I would like to thank the administration of Northland Pioneer College for giving me the professional opportunity of a lifetime. It isn't too often that a librarian gets to start a library from the very beginning. Next, I would like to thank Mrs. Charlotte Brennan, Director of Learning Resources at Yavapai College for encouraging that I take this job. Last, but not least, I would like to thank Dr. John S. Hall of the Center for Public Affairs, for recognizing that this project had possibilities.

NORTHLAND PIONEER COLLEGE
NAVAJO COUNTY, ARIZONA

BACKGROUND STATEMENT

The 1974-1975 edition of the Northland Pioneer College Catalog gives the history of the college as follows:

> "The concept of a Community College for Navajo County was first conceived in 1959, and a survey was completed and published in 1961. Although this survey did not result in the immediate formation of a community college district, it did create an interest that continued until the College District was approved. The petition and verification were filed in the office of the State Board of Directors for Community Colleges of Arizona on July 9, 1969. The Board named a committee from its membership and a steering committee of other representative citizens, who selected an educational consultant to conduct the required feasibility study and to assist in its accomplishment. The consultant was assigned to the project in June, 1971, and the report was completed in July of 1972. The issue was taken to the voters in September of 1972 and passed with a 3 to 1 vote. In October, 1972, the State Board gave Navajo County its approval to form a Community College District.
>
> "Northland Pioneer College was founded on January 1, 1973, with the appointment of a District Governing Board by the County School Superintendent. The District Governing Board appointed a President on July 1, 1973, to organize the college and have it in operation by the Fall of 1974."[1]

On May 9, 1975, Northland Pioneer College will complete its second semester of operation. During the Spring Semester of 1975, 996 full-time equivalents have been enrolled, and the actual headcount of students has exceeded 2,600. The actual number of students attending classes has far exceeded the college's preliminary estimates. The projected enrollment for the current 1974-1975 school year at Northland Pioneer College was estimated as 515 full-time student equivalents, with a headcount of 1,076.[2]

On May 10, 1975, nine students will comprise the college's first graduating class when graduation exercises will be conducted in Show Low, Arizona. All of these students have been able to satisfy graduation requirements by transferring credits previously earned at other institutions to Northland Pioneer College.

The philosophy of Northland Pioneer College is outlined in the following manner:

> "Northland Pioneer College is committed to the principles of providing educational opportunities for all the citizens of Navajo County. All individuals have the right to select their own goals. The college is dedicated to providing the individual with an avenue of choice concerning: job preparation, social and cultural improvement, and/or programs of study leading to degrees beyond the community college."[3]

The Goals of Northland Pioneer College are reflected in this way:

> "1. To provide the opportunity for vocational, technical, and semi-professional educational programs for students now employed or who are contemplating employment in business, government, or industry upon completion of their work at Northland Pioneer College.
>
> "2. To provide university parallel courses acceptable at all universities of four-year colleges.
>
> "3. To provide the opportunity for the development of vocational skills.
>
> "4. To establish mini-centers throughout Navajo County to provide educational opportunities for all of the people desiring to attend the college.
>
> "5. To provide educational experiences which will develop in students at NPC respect for law and order, patriotism, good sportsmanship, and an awareness of the importance of the democratic way of life.
>
> "6. To provide opportunities in continuing education for the people of Navajo County."[3a]

According to a self-study prepared for the North Central Association of Colleges and Secondary Schools, the clientele and constituency served by Northland Pioneer College is projected with these thoughts:

"The student body of Northland Pioneer College will be comprised of about eighty percent adults twenty-one years of age or older and twenty percent under the age of twenty-one. The county is comprised of 43.4% Native American, 10.1% Mexican American, 1.7% Black American, 44.1% Anglo, and the remaining .7% other racial extractions.

"The college will develop programs to serve high school seniors, high school graduates, GED students, non-high school graduates, and senior citizens."[4]

In addition to the goals previously stated, Northland Pioneer College has made the following modifications in its goals statement:

"A. Our delivery system by way of mini-centers will continue to be our major thrust of taking the College to the people.

"B. Mini-centers will be established on the three service-area reservations in order to satisfy the educational needs of the Native Americans.

"C. Permanent mini-centers will be established in each of the major communities as they can be developed."[5]

Northland Pioneer College's self-study prepared for the North Central Association of Colleges and Secondary Schools gives this statement with regard to educational strengths:

"Over fifty percent of Northland's curriculum is designed to meet the needs of those who are occupationally-oriented students. Students seeking skills beyond the two year offerings can meet all of their lower division course work at NPC."[6]

Courses at Northland Pioneer College are offered in the following areas and sub-areas:

"AGRICULTURE
Animal Physiology & Diseases
Range Management
General Agriculture
ANTHROPOLOGY
ART
AUTOMOTIVE
BIOLOGICAL SCIENCE
BUILDING CONSTRUCTION
BUSINESS
CHEMISTRY
DIESEL MECHANICS

DRAFTING
ELECTRONICS AND ELECTRICITY
ENGINEERING
ENGLISH
FIRE SCIENCE
FOREIGN LANGUAGES
  Spanish
  Conversational Navajo
  Conversational Apache
  Conversational Hopi
FORESTRY
GEOGRAPHY
GEOLOGY
HEALTH AND PHYSICAL EDUCATION
HEAVY EQUIPMENT OPERATION
HOME ECONOMICS
HISTORY
INDUSTRIAL ARTS
JOURNALISM
LAW ENFORCEMENT
MATHEMATICS
MUSIC
OPTOMETRIC LAB ASSISTANT
PHILOSOPHY
PHYSICS
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY
SPEECH AND DRAMA
WELDING

In addition to these course offerings, programs are being developed in in the following areas:

LIBRARY TECHNOLOGY (LIBRARY TECHNICIANS)
NURSING (R. N., L. P. N., NURSES' AIDES)
COMPUTER TECHNOLOGY

At present, Northland Pioneer College offers the following degrees and certificates:

ASSOCIATE OF ARTS
ASSOCIATE OF SCIENCE
ASSOCIATE OF APPLIED SCIENCE
CERTIFICATE OF APPLIED SCIENCE
COURSE CERTIFICATE

Many courses at Northland Pioneer College are offered on a regularly scheduled basis. Others are offered on demand, wherever the demand is present. Mini-centers have already been established in Winslow, Holbrook, Show

Low, Snowflake, and Oraibi. A map showing locations of mini-centers is presented as a part of the appendix of this paper. Extension classes are taught in other areas throughout Navajo and Apache counties. Examples of communities where extension courses were taught during the Spring Semester, 1975, and are as follows:

Navajo County	Apache County
Joseph City	St. Johns
Kayenta	Alpine
Shonto	Sanders
Dilcon	Chinle
Second Mesa	Springerville
Keams Canyon	Window Rock

The 1974-1975 Northland Pioneer College Catalog, makes this statement about decentralized campuses:

> "The Mini-Centered concept, which is often referred to as a decentralized campus, has been adopted by Northland Pioneer College. Because of our commitment to take education to the people, mini-centers will be established in the communities of Navajo County. These centers will provide educational opportunities for the occupationally oriented student, the college transfer student, and the avocational student. The Mini-Center concept is not a new approach to education, although it is unique to Arizona's System of Community Colleges. It is an approach which will provide educational opportunities for many people who would not otherwise be able to attend college."[8]

For most extension courses, faculty is recruited from the communities where the courses are taught. At least this is the case whenever possible. Most faculty members teaching extension courses are already employed as teachers in local school districts.

Quite a few part-time faculty members have also been used to teach courses in established mini-centers during this first year of operation. Full-time faculty members travel from center to center in car pools. Although some full-time faculty members only teach in as few as two mini-centers this semester, most teach in four of our five established centers (Show Low, Holbrook, Winslow, and Snowflake). Sometimes, courses are

taught in all four of these centers simultaniously, using speaker telephones and long distance lease lines. When this is done, the faculty member teaching the class rotates among all the centers where the course is taught. If he teaches the class in Show Low, Snowflake, Holbrook, and Winslow, he will travel to Show Low one week, Snowflake the next, Holbrook the third week, and Winslow the fourth week. In this way, all students will have an opportunity to come face to face with the instructor. While all faculty members have a home base (some live in Show Low, others in Winslow, still others in Holbrook, and a few in Snowflake), all faculty members have assigned office space in one center, and all faculty teaching in a particular center have office hours in that center for the convenience of students taking courses. This means that someone teaching in Show Low, Holbrook, Snowflake, and Winslow would have office hours in each of these centers.

The administrative offices of Northland Pioneer College are located in the Holbrook Center. Holbrook is also the county seat of Navajo County. The Holbrook and Winslow Centers are under the Executive Dean for the Northern Centers, as is the Oraibi Center and the extension courses being taught in the northern portion of Navajo County. The Executive Dean for the Northern Centers is based in the Holbrook Center, as is the President's Office, and the Business Office, together with related support services. The Show Low and Snowflake Centers, and the extension courses in the southern part of Navajo County, as well as Apache County extension courses, are under the Executive Dean for the Southern Centers. The Executive Dean for the Southern Centers is based in Show Low. Faculty assigned to a particular center as a base center are under the Executive Dean assigned to that center.

All centers, with the exception of the Oraibi Center, are interconnected by special long distance lease lines. A WATS line enables direct communication with other Arizona communities by telephone. All centers except Oraibi have

direct dial access to other centers and the WATS line.

The Registrar's Office, which is also based in the Holbrook Center, has a special data terminal, whereby it has direct contact with the Yavapai College computer in Prescott, where grade lists, class lists, final grades and the like are processed for Northland Pioneer College. In the next few months, many business office applications will also be computerized. These applications will also be handled by the Yavapai College computer in Prescott.

In closing this section on the background of Northland Pioneer College, it is well to point out that all classes, whether they meet at night or during the day, are scheduled once per week. My first contact with this arrangement came as a graduate student in library science, where courses were taught in the same manner, whether they be day or night classes. Personally, I like this arrangement. It is especially beneficial for the part-time student who cannot attend classes more than one day a week. Northland Pioneer College has a large amount of part-time students. With this arrangement, a student can take two or three classes in one day, and not have to come back to the college until the next week. The arrangement also works well for faculty members, especially those teaching in four centers, because they can spend one day in one center, another day in another center, and so on. No classes are scheduled on Friday. This day is reserved for faculty meetings and related activities. Faculty meetings are rotated among centers, and all those involved take turns commuting to various centers. The college maintains automobiles and a twelve passenger mini-bus for commuting purposes. Cars are assigned to each center. Individuals needing to use automobiles reserve them in advance, and check them out from center secretaries. Only the president has an automobile assigned to him for individual use, and even this automobile is used by other college employees when it is not needed by the president.

A PLAN FOR DECENTRALIZED LIBRARY SERVICES
NORTHLAND PIONEER COLLEGE
NAVAJO COUNTY, ARIZONA

Library services for Northland Pioneer College are relatively new, and one of the last aspects of this new college community to be developed. I began to develop library services for the college on January 1, 1975. I brought with me to this new job, eleven years of previous experience as the director of a public library system serving Yavapai County, Arizona. During my tenure as Library Director of the Prescott Public Library and Yavapai County Library System, I helped to develop a system of fifteen branch libraries, bookmobile service, and a special sub-regional library for the blind and physically handicapped. In addition, I spent a year and a half as a cataloging librarian for Yavapai College on a part-time basis. During this time, I served an internship for academic certification by the Arizona State Board for Community Colleges. In addition to cataloging duties, I assisted with reference and other professional duties when needed.

While Director of the Prescott Public Library and Yavapai County Library System, I developed a plan for the dissemination of library materials throughout Yavapai County. This plan has been in operation since county library service throughout the county became a reality on July 1, 1968. I plan to use many elements of this plan to disseminate library materials to those needing library services at Northland Pioneer College. The plan will, of course, be modified to meet the specific needs of Northland Pioneer College.

Library service in a community college must reflect the goals of the college as well as the curriculum. Library service in a public library reflects for the most part, a community's recreational needs. At the same time, the public library must develop programs that will interest the community it serves in using its services. A community college library, while reflecting the college curriculum, also must interest the people in the community

in using the library's service. While a community college library is academic in nature, it has this charge or aspect, which makes it different in many ways from a four year college or university library which is usually strictly academic. In fact, some librarians have said that a community college library combines the best of two worlds. On one hand, it is scholarly and academic in nature, but on the other hand, a primary responsibility of a community college library is to develop community interest, in much the same way as a public library.

There are many ways in which might start to develop library service. In many institutions, a librarian is one of the first individuals hired, in order to have some sort of library service ready when classes are taught. This was not the case at Northland Pioneer College.

I began work by carefully going through the library materials that the college had acquired. Many of these library materials were gifts, but a large portion of the materials already available were at one time part of a collection which originally belonged to a small liberal arts college in Saint Louis, Missouri. Each item on hand was carefully inventoried and made ready for cataloging. In addition, a bibliography for college libraries prepared by the editors of CHOICE had already been distributed to full-time faculty members by the Executive Dean of the Northern Centers. Items desired by faculty members were listed on order cards, and carefully checked for current acquisition information. After this task had been completed, I held individual conferences with each faculty member submitting an acquisitions list. Those who did not submit lists were encouraged to do so. Each faculty member was asked to pick out first priority items, and these items were immediately placed on order. Materials that were not first priority items were placed in a back order file, to be ordered when funds permitted.

Upon arrival, I also inherited a list of periodical subscriptions desired by faculty members. This list was immediately placed out for bid to various periodical jobbers. As soon as the bids were returned, they were analyzed for their completeness, and a periodical bid was awarded.

In the meantime, classes for the second semester were soon underway. Arrangements were made to borrow materials in bulk from the Prescott Public Library, and also the Yavapai College Library. Both of these libraries volunteered to back up class needs until the Northland Pioneer College Library could be established. In addition, inter-library loan requests were placed with the Charles Trumbull Hayden Library at Arizona State University, the Northern Arizona University Library, the Flagstaff Public Library, and the Navajo County Library in Winslow. Whenever possible, I went on raiding trips to the Yavapai College Library in Prescott as well as the Prescott Public Library, armed with want lists from both students and faculty. Requests were received in person, and by telephone. Books were sent to those in other centers through the inter-center mail, and returned to the library in the Holbrook Center in the same fashion. The raiding trips to Prescott, which took place on weekends, proved to be more effective than inter-library loans, which often went by mail, due to the fact that mail service in Navajo County is extraordinarily slow. (In one instance, a first class letter to the University of Arizona in Tucson took two weeks from Holbrook to arrive.)

Due to the fact that for my first semester on board, we had relatively few library resources of our own, it was impossible for us to do rush reference work, usually necessary when students wait until the last minute to do assignments. For this reason, I had a general understanding with faculty members to accept term papers and other related assignments some time before the end of the semester, rather than on a definite date. This gave me additional time to make my raiding trips to Prescott more effective.

In the meantime, orders for basic equipment were placed. Incredible lags in the delivery of equipment and initial book orders were experienced. Books began to arrive six to eight weeks after the orders were placed, and many periodicals that have been ordered since January still have not begun to arrive. The same is true of some library supplies. Just two weeks ago, we began to catalog our books because the necessary supplies, ordered in November when I made a three day visit to Northland Pioneer College, finally arrived.

Some of our experiences have been amusing, now that we can look back on them. We are the only library in Northeastern Arizona, for example, to receive a card catalog base with two legs shorter than the remaining two legs. This phenomenon caused the card catalog to look like the leaning tower of Pisa, and while the legs were replaced by the manufacturer, there was a delay of over a month until this was accomplished. We also received library supplies intended for Frederick County, Maryland, including two book carts which arrived in damaged packaging and had to be re-crated before they could be returned to the supplier. This sounds like an easy enough task, but you should try finding large specialty crates in a small town of only 5,000 people!

I had hoped to have a decentralized plan for library services in operation by this time, but this is still a goal rather than a reality. We have made progress toward this goal however, and our administration seems pleased with the progress we have been able to make.

Library facilities will be established in all centers beginning with the 1975-1976 school year. Shelving has already been installed in the Holbrook and Winslow Centers, and shelving will be installed in the Show Low, Snowflake and Oraibi Centers during the summer months. In addition, a learning resource mobile unit will visit areas in Navajo and Apache counties where the college teaches extension classes, but where centers have not been established. In addition, the mobile unit will visit established centers if time

permits, but emphasis will be on service to areas where centers have not yet been established. The learning resources mobile unit is completely equipped and ready to roll. It was dedicated on Wednesday, April 30th, by Governor Raul H. Castro and Northland Pioneer College President Edwin R. Sorensen.

Beginning with the 1975-1976 school year, library clerks will be hired for each center, and a mobile learning resources center driver will also be hired. I will be responsible for instructing these individuals in proper library techniques, and they will work under my direction.

DECENTRALIZED REFERENCE AND BIBLIOGRAPHIC SERVICES

The library's main reference collection will be set up in the Holbrook Center, which is the center where I am currently based. It is essential that this be done because I ~~will be~~ am the only professional librarian on the library staff now, and I will be the only professional librarian on board for the 1975-1976 school year. Reference requests will be accepted in person or by telephone at all centers, and basic reference collections will be established at all centers and the mobile learning resources unit. Questions that cannot be answered locally by library clerks in any given center will be relayed by telephone to the Holbrook Center library, where an attempt at answering the question will be made. Reference requests received on the mobile unit will be relayed to the Holbrook Center by citizen's band radio. As soon as information is located at the Holbrook Center, xerox copies will be made and sent to the requesting center by inter-center mail delivery. When at all possible, a reply will be given by telephone. A disadvantage to this set-up lies in the fact that answers to complicated reference questions will not be immediately available, and patrons will have to wait for inter-center mail delivery. Due to space and budgetary limitations however, this disadvantage cannot be helped.

Requests for bibliographic services will be handled in the same manner. Due to the extreme cost of some bibliographic tools, it will not be possible

to duplicate all bibliographic tools, but basic ones like Books-in-Print and Subject Guide to Books-in-Print will be made available at each center for preliminary searching. When materials needed cannot be located in these tools, they will be forwarded by telephone or citizen's band radio for further checking in more comprehensive bibliographies.

An attempt at using telecopiers for speeding copies of needed information between centers has been attempted at Northland Pioneer College and this has failed. Primary reasons why this has failed are as follows:

1. The cost has been determined to be too high.

2. Telecopying is too time consuming. The minimum time needed to send one 8 1/2 by 11 sheet of paper is five minutes. The time involved in sending multiple pages of xerox copies could be quite lengthy.

3. The quality of telecopied copies has not been good.

INTER-LIBRARY LOANS

All requests for inter-library loans will go through the Holbrook Center. Before an inter-library loan request is sent to a cooperating library, the bibliographic holdings of the Northland Pioneer College Library will be searched to make sure that Northland Pioneer College does not already own the material being requested. A comprehensive inventory file showing the location of all materials in the collection of the Northland Pioneer College Library will be maintained at the Holbrook Center. If a book requested by Winslow is in Show Low, the book will be recalled by telephone, and the library clerk in Show Low will be requested to send the book needed to the library clerk in Winslow. Upon arrival, the library patron will be notified. If the book needed is not in the collection of the Northland Pioneer College, the request will be teletyped to cooperating Arizona libraries after it has been thoroughly verified in comprehensive bibliographies maintained in the Holbrook Center. If the book needed is not available in Arizona, an out of

state location for the book will be secured through the Library Extension Service, a unit of the Arizona State Department of Administration, Division of Library, Archives and Public Records, which maintains a locating service for this service. Academically oriented requests are sent by teletype to the Charles Trumbull Hayden Library at Arizona State University or the the Northern Arizona University Library in Flagstaff. Requests of other than an academic nature are sent by teletype to the Navajo County Library in Winslow. Teletyping requests for library materials saves considerable lag time which has been experienced by uncertain mail delivery.

Once a book is located, it is forwarded to Northland Pioneer College by mail by the lending library. Requests from Show Low will be sent directly to Show Low, as will requests from Winslow, Holbrook and Snowflake. When possible, requests that come from the mobile learning resources center will be mailed to the patron directly, because as of this writing, it has not been determined how often the mobile learning resources center will visit a given location.

Requests for periodical articles are relayed directly to the library that owns the periodical by searching first for a location in the Intermountain Union List of Serials, a bibliography of periodical holdings in Arizona and Nevada libraries. Whenever possible, these requests are forwarded by teletype. When a library does not have teletype service, the request goes by first class mail. Due to the fact that libraries generally do not circulate periodicals, it is often necessary to request xerox copies of articles wanted. The Northland Pioneer College Library absorbs faculty requests for xerox copies of articles. Students are asked to pay xerox copy charges. The charges are determined by the library supplying the xerox copies. No charges are made to either faculty or students for the paper work necessary to initiate periodical xerox requests.

DISBERSEMENT OF THE NORTHLAND PIONEER COLLEGE LIBRARY COLLECTION

For the time being, materials other than comprehensive reference works will be sent to the center where the faculty member requesting them is based. If they are needed elsewhere, they can be recalled at any time and sent where they are needed. If this system does not work, it will be adapted or changed. Periodicals owned by the Northland Pioneer College Library will be circulated to those requesting them by inter-center mail. As soon as the majority of our periodicals begin arriving, a routing system will be established. Whenever possible, microform copies of periodicals and newspapers will be ordered to conserve space.

LOCATING MATERIALS IN THE NORTHLAND PIONEER COLLEGE LIBRARY COLLECTION

A conventional card catalog will be maintained in the Holbrook Center of all materials in the Northland Pioneer College Library collection. In other centers, ROM II microfilm card catalogs will be installed. A ROM II microfilm card catalog will also be available on the mobile learning resources unit and in the Holbrook Center. Additional information about this system is included as an appendix to this report. Materials included in microform form in the ROM II unit will include the holdings of the Yavapai College Library (Yavapai County) and the Mohave Community College Library (Mohave County) as well as the Northland Pioneer College Library. Together, these libraries serve junior college patrons in Mohave, Yavapai, Coconino, Navajo and Apache counties. By combining the resources of these libraries, Northern Arizona junior college library patrons will have a larger assortment of materials available for their use, than if they were limited to library resources immediately available in their own counties. The idea for this coperation was conceived by Mrs. Charlotte Brennan, Director of Learning Resources at Yavapai College in Prescott. A proposal for funding of this project, called the Yavanavamoh Community College Union Catalog, Cataloging and Inter-Library Loan Project has been submitted to the Library Programs Office of the U. S. Office of Education in Washington, D. C.

The name "Yavanavamoh" was coined by combining the first syllables of the counties where the three cooperating community colleges are located. If nothing else, those of us involved in this project feel that it lends originality to the name of the project. A copy of the project proposal is included in the appendix of this paper. As of this writing, the project is going through the A-95 review process in the clearinghouses of Regions III and IV, as well as the statewide clearinghouse in Phoenix. If federal funds for this project are not forthcoming, we have decided to go the foundation route. When the ROM II units are installed, it will be possible for all centers to have a card catalog available for patron use. It will be necessary to maintain a conventional card catalog because new acquisitions will not be reflected on the ROM II units for a period of sixty days. When materials are not located on the ROM II unit, requests for them can be telephoned to the Holbrook Center from other centers, or by citizen's band radio from the mobile learning resource unit.

Other cooperative ventures can grow out of the combined ROM II catalog, which as stated earlier, will reflect the holdings of the Yavapai College Library, the Mohave Community College Library, and the Northland Pioneer College Library. One such venture might be a cooperative acquisitions agreement, whereby one library will concentrate purchases in one area, while the other libraries concentrate purchases in other areas. This would be highly advantageous, especially when faced with buying expensive materials that could not be purchased by all three libraries. Another feature of this project will be the acquisition of a full-time professional librarian for cataloging purposes. None of the three libraries involved can justify a full-time librarian for cataloging purposes at this time. I have been serving as a part-time cataloger for Yavapai College one day a week, but this position will be terminated at the end of the fiscal year, due to budgetary problems. If funded, the cataloger can catalog books for all three libraries in one central location. Due to the fact that Yavapai College has the oldest estab-

lished library, as well as the most available space, the cataloger will be based at Yavapai College.

THE ORDERING AND PROCESSING OF LIBRARY MATERIALS

Ordering and book processing for the Northland Pioneer College Library have been centralized in the Holbrook Center. A library staff comprised primarily of library clerks will be assembled at the Holbrook Center for this purpose. After the books have been processed, they will be distributed according to guidelines stated earlier in this paper.

CIRCULATION PROCEDURES

Books and magazines will be circulated at each center, and on the mobile learning resources center. Color coded date cards will be used, in order to enable books to be returned at any unit in the Northland Pioneer College Library System. Before books are checked out to individual patrons, they will be checked out to centers, and an inventory card will be maintained at the Holbrook Center for each such transaction. In addition, an individual inventory card will be maintained for each book in a given center at the center and on the mobile learning resources unit. This will enable each center and the mobile unit to know at a glance what materials are charged to it. Before calling the Holbrook Center for a location, library clerks in each individual center will consult inventory files for a given title. Files will be maintained by author. Most books will circulate for a period of two weeks. Reference books and reserve books and articles will circulate overnight one hour prior to closing each night.

RESERVES

Reserves will be maintained at each center. When it is not possible for the Northland Pioneer College Library to purchase multiple copies of materials needed for reserve, xerox copies will be made of relevant chapters and placed on reserve. The faculty member requesting the materials be placed on reserve will determine the length of the reserve period—two hour, 1/2 day, overnight, and so on. Reserve materials will be carefully monitored. When they are not being used, the faculty member requesting the reserve will be notified, and the books in question will be

removed from reserve.

SPECIALIZED EQUIPMENT

Photocopiers are available at each center, as of this writing. In addition to photocopiers, microform reader/printers will be purchased, in order that hard copies of microforms can be produced.

CONCLUSIONS

As President Edwin R. Sorensen said in a letter written as a reference for me to attend a federally funded institute on library materials for ethnic minorities, which will be held at Queens College in New York City this summer, "The library established here at Northland Pioneer College is like no other I know..." This is what makes developing library services at Northland Pioneer College exciting. Everything we are doing is highly individualized. We do not fit any existing molds. Why should we? We are different. Our service area is different. Our clientelle is different.

I had hoped in writing this paper to prove the effectiveness of some of the suggested procedures I have outlined in this paper. Unfortunately, this has not been possible. Time lags have prevented the delivery of library materials, and the establishment of our own library services. Hopefully, this will be remedied by the end of this summer, and concrete library services will be available by the fall semester of 1975. While I would have willingly worked twenty-four hours per day to make some of our services available earlier, I have found that I am not physically able to do so. I am fortunate in having an understanding faculty and administration, all of whom are keenly aware of the progress we have made toward providing unique library service available to a truly unique, diversified and decentralized clientelle. I feel I am most fortunate, as I have been encouraged to create and emphasize as I see fit. Faculty and administrators have always been willing to lend a hand, and to offer a word of encouragement along the path toward progress. Encouragement was especially needed when defective equipment was received, and long delays in receiving book orders were experienced. Personnel in the business office have been careful to waste no time in placing orders

for books, periodicals, or equipment. I have been fortunate in accumulating a willing and energetic staff. Although this staff has had no previous library experience, they have been enthusiastic and eager to learn.

The future of Northland Pioneer College and the Northland Pioneer College Library is extremely bright. In many ways, Northland Pioneer College will put Navajo County on the map. In many ways, a forgotten county in Northeastern Arizona, Navajo County now has an innovative community college that will lose no time in making history. Who knows, maybe patterns and policies adopted by Northland Pioneer College will serve as models for others to use. At any rate, no decentralized community college now exists in Arizona, although many colleges such as Mohave Community College in Kingman are looking at this approach. Yavapai College has recently broken ground for a branch campus in the Verde Valley. Perhaps Northland Pioneer College's initial success with decentralized education has inspired these developments.

I am firmly convinced that the Northland Pioneer College decentralization concept is a story that should be told to the nation, and this is why I have adapted the hymn tune "We've a Story to Tell to the Nations" as a partial title of this paper. Decentralization at Northland Pioneer College will work because the faculty, administration, and support staff are firmly committed to this concept. Where there is a will, there is a way. How can we lose?

COLOR CODED DATE CARD CHART

Color coded date cards will speed the return of library materials between centers and the mobile learning resources unit. Books checked out at any point in the Northland Pioneer College Library system can be returned at any other points. Clerks checking in books can route the proper book to the proper center by matching the color of the date card to the center issuing that color date card.

Holbrook Center - Blue

Winslow Center - Salmon

Show Low Center - White

Snowflake Center - Green

Oraibi Center - Buff

Learning Resources Unit - Cherry

FOOTNOTES

[1]Northland Pioneer College, Northland Pioneer College Catalog, 1974-1975 ed. (Holbrook, Arizona: Northland Pioneer College, 1974), p. 10.

[2]Northland Pioneer College, Self-Study Prepared for the North Central Association of Colleges and Secondary Schools (Holbrook, Arizona: Northland Pioneer College, n. d.), p. 3.

[3]Northland Pioneer College, Northland Pioneer College Catalog, 1974-1975 ed. (Holbrook, Arizona: Northland Pioneer College, 1974), p. 9.

[3a]Ibid.

[4]Northland Pioneer College, Self-Study Prepared for the North Central Association of Colleges and Secondary Schools (Holbrook, Arizona: Northland Pioneer College, n. d.), p. 2.

[5]Ibid.

[6]Ibid., p. 11.

[7]Ibid., p. 11-16.

[8]Northland Pioneer College, Northland Pioneer College Catalog, 1974-1975 ed. (Holbrook, Arizona: Northland Pioneer College, 1974), p. 10.

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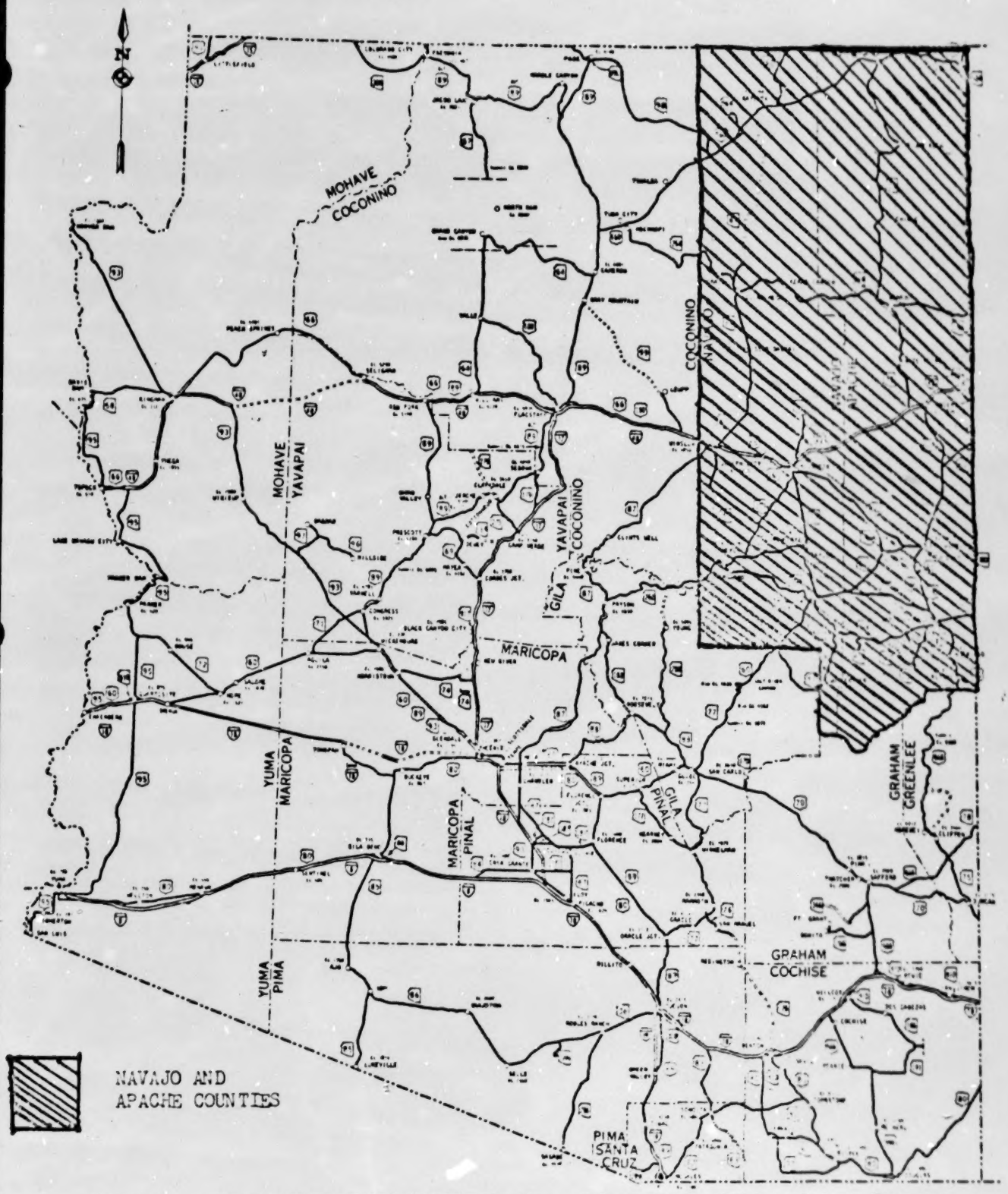
APPENDIX

SHOWN IN RELATION TO ARIZONA AS A WHOLE



Source: Arizona State Highway Commission, Arizona's Traffic Accident Summary for 1973 (Phoenix, Arizona: Arizona State Highway Commission, 1973).

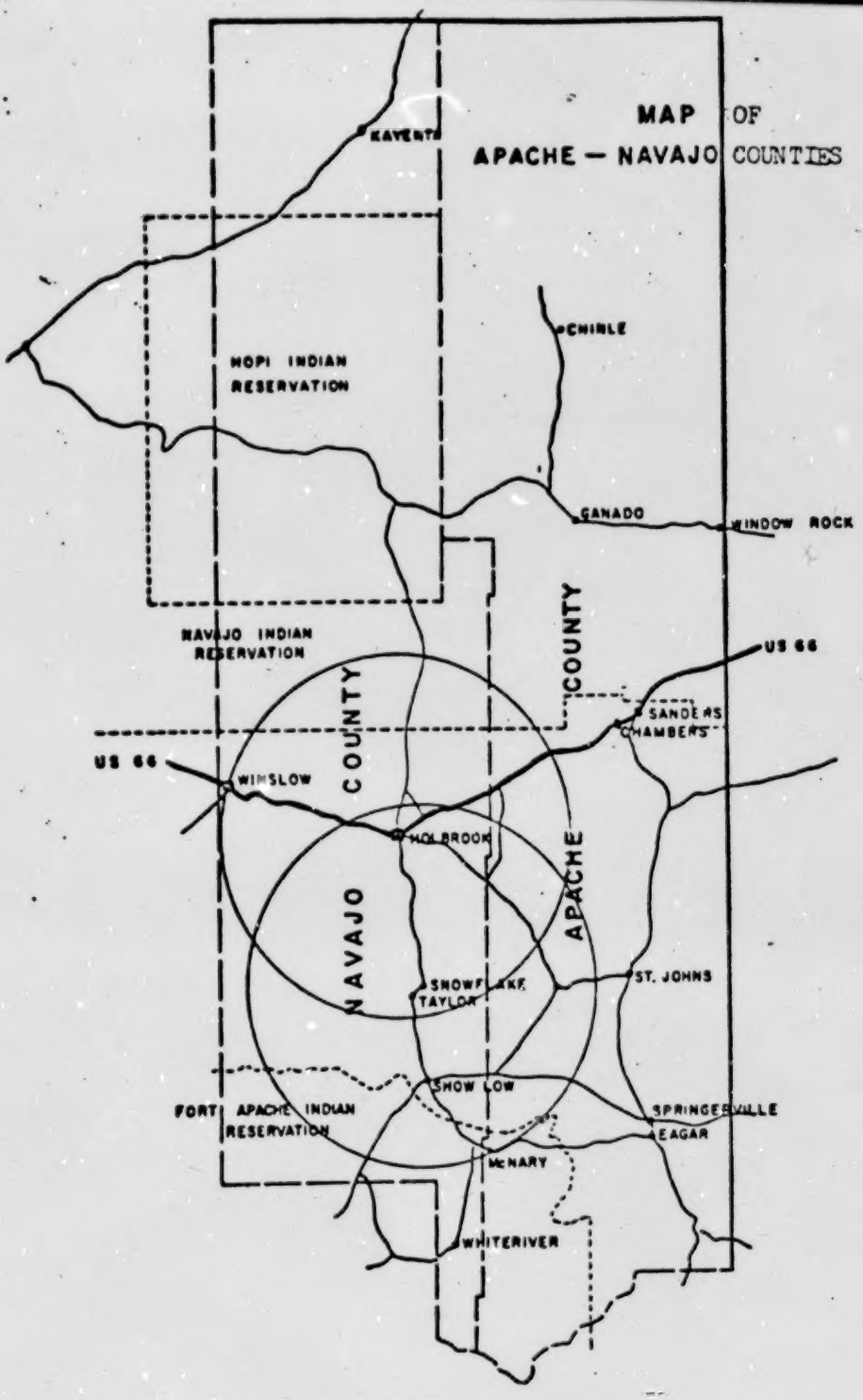
Adapted by Allen P. Rothlisberg

BEST COPY AVAILABLE

NORTHLAND PIONEER COLLEGE
ESTABLISHED MINI-CAMPUSES (CENTERS) - 1974-1975
NAVAJO COUNTY, ARIZONA

Source: Northland Pioneer College, Northland Pioneer College Catalog, 1974-1975 ed. (Holbrook, Arizona: Northland Pioneer College, 1974), p. 2.

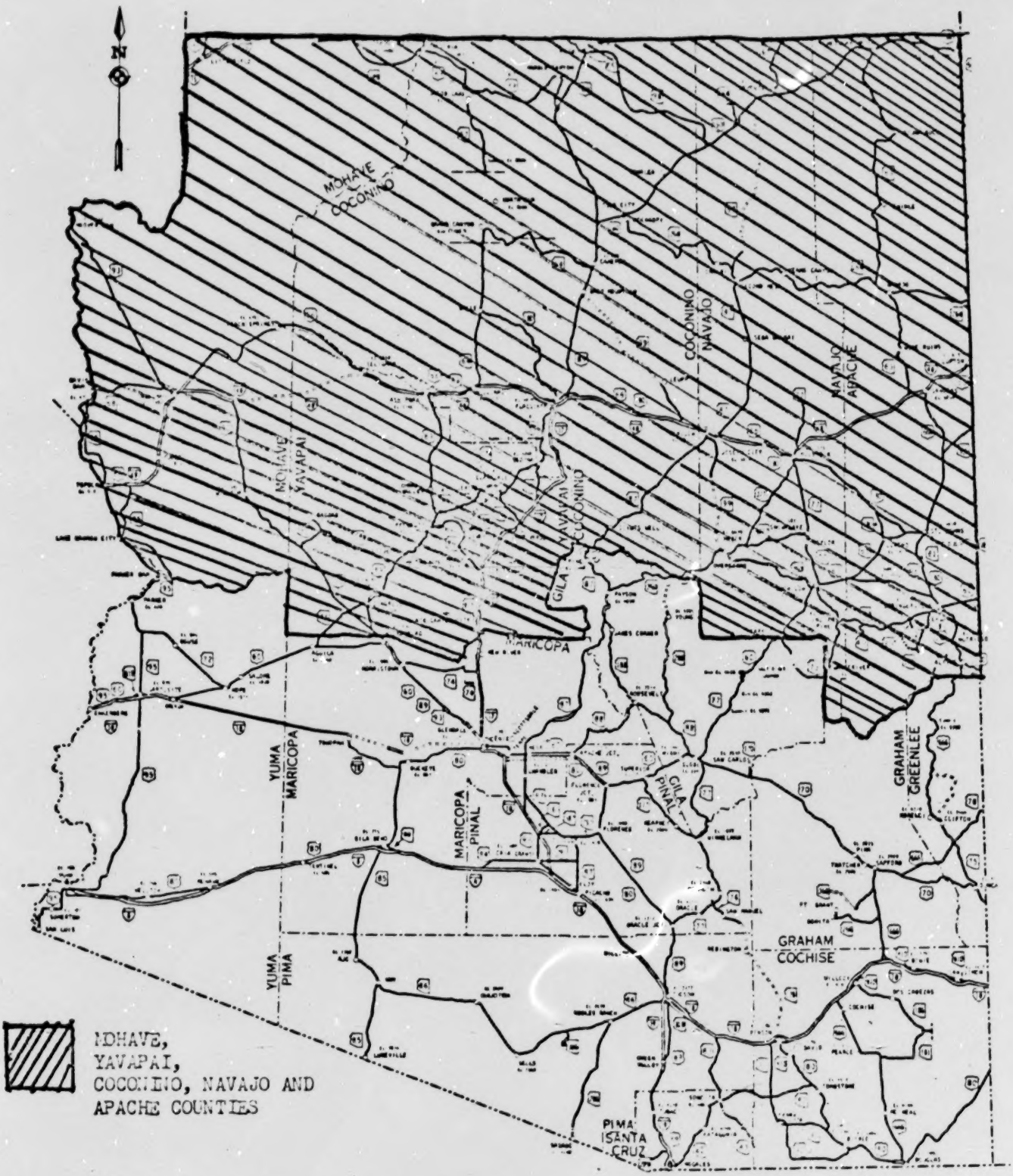
Adapted by Allen P. Rothlisberg.



Source: Arizona State College, Junior College Survey of Apache-Navajo Counties (Flagstaff, Arizona: Arizona State College, 1963), p. 56.

Adapted by Allen P. Rothlisberg.

YAVAPAI COMMUNITY COLLEGE UNION CATALOG
CATALOGING AND INTER-LIBRARY LOAN PROJECT SERVICE AREA
SHOWN IN RELATION TO ARIZONA AS A WHOLE



Source: Arizona State Highway Commission, Arizona's Traffic Accident Summary for 1973 (Phoenix, Arizona: Arizona State Highway Commission, 1973)

Adapted by Allen P. Rothlisberg

YAVANAVAMOH COMMUNITY COLLEGE UNION CATALOG
CATALOGING, AND INTER-LIBRARY LOAN PROJECT

ABSTRACT SHEET

Project Director: (Mrs.) Charlotte Brennan
Telephone: (602) 445-7300, ext. 243
Contracting Agency: Yavapai College
Amount of Federal Funds Requested: $60,100.00
Proposed Beginning Date: June 1, 1975
Proposed Completion Date: May 31, 1976

PROJECT ABSTRACT: This project proposes the creation of microfilm card catalogs to serve the branch campuses of Yavapai College (Yavapai County), Mohave Community College (Mohave County), and Northland Pioneer College (Navajo County), all in Arizona. In addition, teletype terminals will be installed to speed inter-library loan requests where first class mail service has failed, and a professional cataloging librarian with a master's degree in library science and a minimum of two years professional cataloging experience will be employed to catalog library materials owned by Yavapai College, Mohave Community College and Northland Pioneer College that are not included in the National Union Catalog so that these materials can be added to the microfilm data base. ROM II microfilm card catalog units will be used, and Innovar, will prepare the software to be used with the ROM II units. Microfilm card catalogs (ROM II units) will be installed on all branch campuses, in order that all students and faculty may have full access to what is owned by the three cooperating community college libraries. Publicity will be developed to generate library usage by branch campuses, which up to now have harbored a large proportion of non-library users, because students and faculty on branch campuses have not known what library resources are available.

YAVANAVAMOH COMMUNITY COLLEGE UNION CATALOG, CATALOGING AND INTER-LIBRARY LOAN PROJECT
PROGRAM NARRATIVE

1. Objectives and need for this assistance.

It is the object of this demonstration project, if funded, to create a microfilm union catalog comprised of the entire holdings of three separate community college libraries, all serving sparcely populated Northern Arizona, the end result being that all library materials owned by each library cooperating in this project could be used by the faculty and students of all three community colleges, thereby expanding the resources of the community college libraries considerably.

Since the community colleges all have branch campuses located considerable distances from the main libraries at each community college, a microfilm card catalog at each branch campus would be the most feasible and economical way to have complete card catalogs available at each campus, with complete microfilm updates being made every two months.

The main libraries of each college would continue to maintain conventional card catalogs of holdings held by each college library. The conventional card catalogs would not include the holdings of the other two cooperating community college libraries.

By placing microfilm card catalogs on the branch campuses that have already been established by each community college, the cooperating libraries would be able to give more effective service to college students and faculty who would not have access to complete library holdings without the microfilm card catalogs.

The community colleges and the counties they serve are identified as follows:

Community College	County
Yavapai College	Yavapai County, Arizona
Mohave Community College	Mohave County, Arizona
Northland Pioneer College	Navajo County, Arizona

All of these colleges serve counties that are large in area--so large in fact that several Eastern states could easily fit within the boarders of these counties.

Yavapai County alone, is as big in area as either the state of Vermont or the state of New Hampshire. Although large in area, these counties do not have large populations. Yavapai and Mohave Counties have areas where the population is concentrated in one area in each county, with other elements of the population living in small communities that are geographically isolated from where the population is concentrated, whereas Navajo County has no area where the population is concentrated, and is populated by a series of small communities.

By unifying the resources of each community college, through the funding of this project, better use could be made of each college's resources, with cooperative borrowing and buying strongly encouraged.

Money is not available in each individual college budget for the establishment of this project. The main reason for this is due to the fact that these colleges are relatively new, and each of them is suffering growing pains as each endeavors to meet much needed building and program expansion. The oldest of these colleges, Yavapai College, is less than ten years old, having been established in 1966. Mohave Community College was established some four years ago, and Northland Pioneer College was established in 1973, with the first classes being taught by that institution during the fall semester, 1974. The librarians of each of these colleges have been primarily concerned with establishing solid book collections which reflect the curriculums being taught by each institution. The Northland Pioneer College Library in particular is extremely new, having been established in January of 1975.

Because Arizona is a state with only 15% of its land taxable, these community colleges have not had a great deal of money to spend to acquire library resources. As stated earlier, this project would encourage cooperative buying and borrowing, the ultimate result being better usage of library materials owned by each college library. Each library would freely loan materials owned to the other two libraries, and photocopies would be used when reference books and periodicals could not be circulated.

If successful, this demonstration project could well serve as a good example to other community colleges serving large geographical areas, where much of the population is isolated in small communities.

Because the branch campuses that have been established by each of the co-operating community colleges are without adequate library services, several non-library users have developed among faculty and students that populate these branch campuses. The primary objective of this project is to encourage library usage by non-users of all types, by making library resources available at each branch campus, no matter how small, in the form of microfilm card catalogs. Adequate delivery systems have been established by each college, which would enable each college to deliver needed library materials to each branch campus.

Because mail delivery of first class mail within Mohave, Yavapai, and Navajo Counties is often slow, that addition of teletype terminals at each main college library would often speed up the delivery of the material that is needed by the cooperating college libraries. Short reference questions could be answered by teletype, and inter-library loan librarians and staff members could have inter-library loans in written form on their desks the same day that the material was requested. The cost of these teletype terminals, in addition to long distance charges, would be approximately $1,700.00 per year, per college, for a total of $5,100.00 per year.

The microfilm card catalog units, called ROM II units, and developed by Information Design of Meno Park, California, cost $1,000.00 each, delivered. Twenty units will be needed, at a cost of $20,000.00

Library of Congress catalog card numbers are used to devise a data bank of all materials which are cataloged by the Library of Congress. A full-time cataloger is needed however, to catalog materials that are not found within the National Union Catalog, so that they can be added to the microfilm data base. The three libraries agree that one full-time cataloging librarian, with a master's degree in library science, and a minimum of two years cataloging experience could be used to catalog

the materials acquisitioned by all of the libraries, that are not found in the National Union Catalog. The cost of this cataloger would be $12,000.00, with $3,000.00 being allocated for fringe benefits, including Arizona State Retirement, health insurance, Social Security, and workmen's compensation insurance. None of the libraries involved in this project employs a full-time cataloger, with Yavapai College being the only college that employs a part-time professional cataloger for a period of eight hours per week. The services of the professional cataloger will be terminated at the end of the current fiscal year however, due to lack of funds.

Cost estimates provided by Innovar, a company handling the software components of the ROM II units, indicate that $20,000.00 will be needed the first year to prepare the holdings of each of the cooperating libraries for the Innovar microfilm databank that will be designed for these libraries. It is estimated that $7,500.00 will be needed each successive year to keep the microfilm card catalogs up to date. Each catalog will be completely changed and updated every two months.

As stated earlier, the growing pains experienced by each of the cooperating community colleges prohibit the colleges from taking on these expenses themselves. If funding is secured, however, librarians serving each of these colleges could work very hard on making it possible for each college to pick up its share of these costs when federal funding is no longer available.

2. Results or benefits expected.

As stated earlier in this project narrative, the benefit of this project would be the fact that a larger collection of library materials would be made available to each of the cooperating community college libraries, by combining and sharing resources. With microfilm card catalogs, the resources of the three cooperating community college libraries would be at the fingertips of faculty and students who are based on branch campuses and who are largely non-library users because adequate library services have not been available to them. With a microfilm data base or card catalog available to them, they can call upon the main libraries at each community college to better fill

their library needs.

3. Approach.

If funded, we would like to start this project beginning June 1, 1975. We would be able to start this project as soon as funds arrive. A professional cataloging librarian, holding a master's degree in library science, with two years of professional cataloging experience, would be hired to begin work cataloging library materials that are not included in the National Union Catalog. Materials belonging to all three college libraries would be cataloged, but the cataloger would be based at Yavapai College, due to the fact that Yavapai College has the strongest collection of bibliographic and cataloging aids. The cataloger would catalog such items as audio-visual materials, including film loops, cassette tapes, reel to reel tapes, film strips, 16mm and 8mm films, transparencies, art objects and 35mm slides, in addition to federal and state documents, as well as other library materials that are not commonly found in the National Union Catalog.

As soon as this project was funded, ROM II units would be ordered for each college--twenty units in all. Innovar would be contacted, and work would begin on preparing existing library holdings for the microfilm data base. In addition, teletype units would be ordered for each college. Considerable lag time could be experienced in each of these areas, as it is not certain at this time, how long it takes for ROM II units to arrive after they have been ordered or how long it takes to have a teletype terminal installed by Western Union after it has been ordered. In each instance, no other companies handle these products and/or services. It is also not certain how long it will take Innovar to develop a microfilm database from the data that is supplied by each of the cooperating libraries. Each of the libraries has sufficient help to provide Innovar with the Library of Congress catalog card number of all books owned by the libraries when this number is available.

No reductions in cost or time are anticipated. As each of these colleges are community oriented, considerable community involvement in the use of ROM II

is anticipated. The use of the teletype terminals will grow also, as soon as library users know that instantaneous written communication between libraries is available.

It is planned to have this demonstration project fully operable within six months from the initial funding date, barring unexpected delays in the delivery of the ROM II units, the teletype terminals, and the microfilm database from Innovar.

Careful records will be kept of each teletype call between the cooperating libraries. These records will indicate the type of request, whether it be a book or library material request, or a reference question. Each library will keep count of each record that is fed into the microfilm data base, and each library will keep track of each question that is received from branch campuses. The professional cataloging librarian will keep track of all library materials cataloged, including the type of library materials cataloged and in addition, the number of items cataloged for each library.

The data collected as this project is implemented, will be compared with the data that is already being kept by each cooperating college library. It is anticipated that a great improvement in service will be experience, as none of these libraries has been able to offer quality library services to branch campus up to this time. A concentrated effort will be made to publicize this project, especially on branch campuses, in order that those using branch campuses can be encouraged to use library facilities. Methods used will include, when possible, class visitations and handouts at faculty meetings as well as in individual classes. Specific ways of compiling and coordinating data will be developed as the project is underway. Publicity efforts will be coordinated and standardized, in order that each college make available the same information on the project to its faculty and students.

Faculty and student organizations on each campus will be advised and asked to support this project. Suggestions will be solicited as to ways that the project can be improved. All reports will include faculty and student input, as well as those comments which are made by the project director and key staff personnel.

4. Geographic location.

The geographic location of this project is the State of Arizona, and the Counties of Mohave, Yavapai, and Navajo. Yavapai County is located in North Central Arizona, Mohave County is located in Northwestern Arizona, boardering on California, and Navajo County is located in Northeastern Arizona, the county seat, Holbrook, being about 100 miles from Gallup, New Mexico.

5. Additional Information.

a. Biographical sketches of project director and key personnel.

Mrs. Charlotte Brennan, Director of Learning Resources, Yavapai College, 1100 East Sheldon Street, Prescott, Arizona is the Project Director. Mrs. Brennan's telephone number is (602) 445-7300, ext. 243. A 1966 graduate of Rosary College's Graduate Department of Library Science, Mrs. Brennan has had extensive professional library experience. Prior to 1969, which she assumed her current position to develop and maintain library services for Yavapai College, Mrs. Brennan served as the Director of Technical Processing for High School District # 214 in Mt. Prospect, Illinois. In this position, Mrs. Brennan was responsible for cataloging library materials for six different high schools. At the time she left High School District # 214, a seventh school was being added to the district.

Since coming to Arizona to assume her current position, Mrs. Brennan has been increasingly active in state library affairs. She holds membership in the American Library Association, as well as the Arizona State Library Association, and she has served as a member of the Advisory Committee to the Arizona State Department of Administration, Division of Library, Archives and Public Records. At present, she is chairman of this committee.

Mrs. Brennan's work has been admired and respected. Because of her efforts, the Yavapai College Library meets accreditation requirements which are set forth by the North Central Association of Secondary Schools and Colleges. She has been willing to assist other community colleges, and has served as a consultant to the Mohave Community College. She has graciously acted as a master teacher to enable

the librarian at Northland Pioneer College to meet internship requirements for academic certification by the Arizona State Board for Community Colleges.

Mr. Haul Reddick III, Librarian, Mohave Community College, holds a master's degree in library science from Drexel, which he received in 1972. Mr. Reddick has been responsible for the development of library services for Mohave Community College, and like Mrs. Brennan, Mr. Reddick is the college's first librarian. Mr. Reddick holds membership in the Arizona State Library Association, and has been active in association activities. Mr. Reddick has been eager to cooperate with other college libraries, particularly those that serve similar geographical areas. Like Mrs. Brennan, Mr. Reddick has been responsible for the acquisition of his library staff, including the training of paraprofessional, clerical and student workers.

Mr. Allen P. Rothlisberg, Librarian, Northland Pioneer College, holds a master's degree in library science from Our Lady of the Lake College (San Antonio, Texas), which he received in 1970. Prior to accepting the position of Librarian at Northland Pioneer College, Mr. Rothlisberg served as director of the Prescott Public Library and Yavapai County Library System, where he was responsible for fifteen branch libraries and a bookmobile, all of which he developed since 1968. During the 1973-1974 academic year, Mr. Rothlisberg served as an intern at the Yavapai College Library, to meet certification requirements. As an intern, he was responsible for the original cataloging of books and audio-visual library materials under the direct supervision of Mrs. Charlotte Brennan, Director of Learning Resources. Mr. Rothlisberg is a member of the American Library Association and the Arizona State Library Association, and has been active in Arizona State Library Association activities.

Mrs. Nancy Kirkpatrick, Public Services Librarian, Yavapai College, holds a master's degree in library science from the University of Arizona, which she received in 1971. An Arizona resident for more than twenty-five years, Mrs. Kirkpatrick is throughly familiar with the service area involved in this project,

especially Navajo County, where she has lived for twenty-five years. Long involved in state-wide as well as local library activities, Mrs. Kirkpatrick received the coveted Rosensweig Award for outstanding contributions to library service from the Arizona State Library Association in 1967. In her present position, Mrs. Kirkpatrick is responsible for all reference services which are maintained at the Yavapai College Library.

It is well to mention here that Mrs. Brennan, Mr. Reddick, and Mr. Rothlisberg are responsible for providing and maintaining library services at each of the colleges that they represent. It is not possible for us to give a biographical sketch of the professional cataloger that is proposed for this project, because this individual has not yet been hired.

b. Similar accomplishments, etc.

The project director and key people involved with this project are especially excited because we believe that this is the first time that this type of project will be attempted in the southwest. We believe that the project is unique and that it has merit. We are willing to carefully analyze our findings and activities and make these analyses available for publication in respected library publications.

The ROM II microfilm catalog units have only been on the market a short time, and to our knowledge, only one other community college has attempted a similar project. We do not believe however, that other colleges were involved, and for this reason, we feel that the involvement of three community colleges serving widely isolated geographic areas, each with branch campuses, may well be a milestone.

c. Supplemental assistance request.

This is a basic grant request. It is not a supplemental assistance request, although if successful, supplemental assistance requests will be made.

d. Civil Rights Act of 1964, Form HEW 441 clearence.

Yavapai College has filed Form HEW 441 with the appropriate federal agencies, as has Mohave Community College and Northland Pioneer College.

e. Risks.

This project will not involve subjecting individuals to the risk of physical, psychological, sociological, or other harm.

f. Continued support.

This project is a request for new funding. It is not a request for continued support.

g. Project name. The Yavanavamoh Community College Union Catalog, Cataloging and Inter-Library Loan Project derives its name by combining the first few syllables of the names of the counties involved. In so doing, we feel we have come up with a unique name for this project, and while it may be duplicated by others in content, we doubt very seriously that our project name will be duplicated.

We sincerely appreciate this opportunity to submit this project request, and we will be most happy to answer any questions about the project that may seem appropriate.

Respectfully submitted,

YAVANAVAMOH COMMUNITY COLLEGE UNION CATALOG
CATALOGING AND INTER-LIBRARY LOAN PROJECT

(Mrs.) Charlotte Brennan,
Project Director

February 26, 1975

INFORMATION DESIGN, INC.
3247 MIDDLEFIELD ROAD
MENLO PARK, CA. 94025 ☐ 369-2962

April 15, 1975

Mr. Allen P. Rothlisberg
Librarian
Northbend Pioneer College
203 West Hopi Drive
Holbrook, AZ 86025

Dear Mr. Rothlisberg:

At the request of Mr. Buster Spiwak I am pleased to quote the following prices for the ROM II microfilm book catalog viewer.

20 ROM II Viewers at $980.00 each.....$19,600.00.

Terms--net 30 days
FOB Menlo Park, California

This quote is good for a period of 60 days.

Sincerely yours,

Richard P. Johnson
National Sales Manager

RPJ:pb
encl.
cc: Quote File

April 16, 1975

Mr. Allen P. Rothlisberg
Librarian
Northbend Pioneer College
203 West Hopi Drive
Holbrook, AZ 86025

Dear Allen:

I would like to thank you and Haul and Charlotte for your hospitality during my visit to the library.

I put together a cumulation of the numbers in the proposal to you. They are as follows:

> For the first year approximately (not to exceed) $23,000. This includes an index station at each of the three campuses. The index includes the ROM and 24 cumulations of an index to MARC.

The following is a list of the other services that are included in the above figure.

1. Initial conversion.
2. Edit lists and processing of conversion.
3. Changes, deletions and adds to conversion.
4. 20 copies of (including indices) the combined book catalog for the three libraries.

In addition, it includes 5 total cumulations (suggested interval--60 days).

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The cumulations would include:

1. Changes, adds and deletions.
2. Additions of new records from MARC.
3. 20 copies of film and indices of book catalog cumulation.

For succeeding years the cost for 6 total cumulations per year as described above would be about $12,000 per year.

In addition, Inovar will furnish 3 Selectric typewriters for 90 days and training in how to input the system.

Looking forward to your early response.

Yours truly,

Buster Spiwak
President

BS:pb

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L. C. Number Indexes

73-	3498	276/1530	1CF
73-	3499	279/ 433	5 J
73-	3503	208/1758	0
73-	3511	15/1233	5
73-	3538	68/ 161	9
73-	3546	15/1234	0
73-	3570	15/1236	0
73-	3589	68/ 162	1
73-	3609	15/1237	2
73-	3625	15/1239	2
73-	3633	15/1240	2
73-	3641	15/1241	2
73-	3668	68/ 164	1
73-	3676	15/1242	9
73-	3683	296/1292	4CB
73-	3684	15/1243	2
73-	3692	15/1244	2
73-	3693	288/1558	XCB
73-	3694	296/1251	0CB
73-	3697	290/1188	1CF
73-	3704	15/1245	2
73-	3712	15/1246	9
73-	3720	15/1249	4
73-	3732	282/1598	9
73-	3739	15/1252	2
73-	3742	292/1667	3C
73-	3744	296/1293	4CF
	3747	15/1253	2
	3752	296/1294	0C
73-	3753	282/1599	5
73-	3754	292/1668	XC
73-	3755	68/ 165	8
73-	3757	292/1669	XC
73-	3759	294/1511	4C
73-	3763	4/1805	2
73-	3768	286/1256	9C
73-	3798	15/1256	2
73-	3818	68/ 166	9
73-	3826	68/ 167	1
73-	3834	15/1257	4
73-	3850	15/1258	4

An L.C. Card Order Number offers the most rapid, convenient and accurate method of locating complete bibliographic data in MARCardset and NUCardset. And over 85% of all U.S. trade publications have an L.C.# on the verso of the title page.

The MARCardset L.C.# Index allows searching of 125 to 175 titles per hour. The Index is totally cumulative to the entire MARC cataloging data base. Twenty-five times a year, all new MARC cataloging is indexed, added, merged with existing records and completely republished on 16mm microfilm in cartridge.

Use of the MARCardset Index is simplicity itself. A search for L.C.# 73-3732, for example, on a motorized microfilm Index Station viewer results in the column image as shown at the left. The desired number is 282 (indicating the cartridge number)/1598 (indicating frame number) of the MARCardset microfilm data base.

Useful information codes are also provided in the MARCardset Index. In the sample shown, "C" indicates a CIP (Cataloging in Publication) record, complete but for collation. "F" identifies fiction title, "J" notes juvenile title, and "B" indicates juvenile fiction. (The "9" following the 282/1598 indicator is a computer control number only used for computer input.)

MARC, through its coverage of English-language cataloging since 1968, provides all L.C.# access necessary from that date, since foreign-language titles published outside the U.S. do not have L.C. Card Order Numbers.

The new NUCardset Index provides retrospective coverage: The Decennial Index to the National Union Catalog 1958-1967, an index to L.C. card numbers, is a complementary microform publication which locates any title in the 1958-1962 and 1963-1967 N.U.C. Quinquennial cumulations if an L.C.# is available. This index locates the title by volume (or cartridge in the NUCardset), page (or frame in NUCardset), and column on the page. It is optionally available in microfiche format.

L.C. CARD NUMBER	YEAR	VOL.	P	PAGE	C	L.C. CARD NUMBER	YEAR	VOL.	P	PAGE	C	L.C. CARD NUMBER
64- 14106	02	5		148	1	64- 14206	02	50		283	2	64- 1430
64- 14107	02	6		96	1	64- 14210	02	58		55	1	64- 1431
64- 14109	02	4		585	1	64- 14212	02	8		584	1	64- 14311
64- 14110	02	13		596	2	64- 14213	02	49		394	1	64- 14312
64- 14115	02	46		333	2	64- 14214	02	56		566	1	64- 1431
64- 14116	02	51		597	3	64- 14215	02	17		212	3	64- 1431
64- 14117	02	54		381	1	64- 14216R	02	57		538	1	64- 1431
64- 14118	02	53		652	3	64- 14217	02	59		289	2	64- 14318
64- 14119	02	16		630	3	64- 14218	02	46		167	2	64- 14319
64- 14121	02	18		169	2	64- 14220	02	44		105	2	64- 14321

MARCardset has a comprehensive TITLE/SERIES Index to the complete MARCardset data base for times when an L.C.# search is not possible. As with the L.C.# Index, the Title/Series Index is completely re-cumulated and published 24 times a year, and is contained in over 13,000 pages of microfilm in cartridge (or reel).

Each title listing provides a full title reference, main entry, publisher, date of publication and L.C.#. The citation includes a cartridge/frame indicator as in the L.C.# Index. The information codes of the L.C.# Index are provided; in addition, a code "A" indicates that a series tracing is provided in the bibliographic data base record. This series code can be particularly helpful in acquisition and cataloging of monographs in series.

A series cross reference listing is interfiled with the title listings for each series tracing provided by L.C. This listing gives the full name of the series cited and the title of the individual monograph cataloged, including MARCardset cartridge/frame number. Individual cataloging data can therefore be located for items ordered in "series".

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250/ 461 1 PERSPECTIVES OF ADULT EDUCATION IN THE UNITED STATES & A PROJECTION
  A          UNITED STATES. OFFICE OF EDUCAT  THE SUPT.O  1972        72-602703
 33/1613 6 PERSPECTIVES OF CRITICISM  BY  WALTER JACKSON BATE  AND OTHERS
  A          LEVIN HARRY, 1912  ED.          RUSSELL &    1970,       76- 81459
112/1167 6 PERSPECTIVES OF ECONOMIC DEVELOPMENT  BY  SALVATORE SCHIAVO CAMPO  A
             SCHIAVO CAMPO SALVATORE.         HOUGHTON M   1970        75- 18648
139/ 406 0 THE PERSPECTIVES OF NEW MUSIC SERIES                                (S)
             PERSPECTIVES ON AMERICAN COMPOSERS. EDITED BY BENJAMIN BORETZ AND
220/ 257 0 THE PERSPECTIVES OF NEW MUSIC SERIES                                (S)
             PERSPECTIVES ON CONTEMPORARY MUSIC THEORY. EDITED BY BENJAMIN BORE
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MICROFILM BOOK CATALOG
PROPOSAL FOR YAVAPAI COLLEGE LIBRARY

This proposal is for production and maintenance of a microfilm book catalog, using inputs from optical character recognition (OCR) typewriter and from the MARC data base as supplied by the Library of Congress.

Inovar will be responsible for producing a microfilm master suitable for duplicating film for the ROM II manufactured by Information Design. The format of this master will be as specified by the library, within the limits of options defined in this proposal. The format specifications may be changed by the library at any time. Inovar will also produce the required index scales for the ROM II. Inovar assumes no responsibility for accuracy of input data.

Three phases are defined with this proposal:

I - Extraction of MARC data
II - Initial catalog production, and
III - Catalog maintenance

The proposed system utilizes existing Inovar programs which are designed to make effective use of the dynamic capabilities inherent in COM-produced microfilm catalogs. Record formats and programs are highly generalized, which permits:

* effective and efficient pooling of data from many sources

* simple and very flexible input formats which can be modified at will

* no practical restrictions on record contents or size

* efficient mechanisms for incorporating desired changes in existing records, including those to be extracted from other data bases

* an organized but flexible approach to input clerical and technical functions, facilitated by devices such as edit lists, authority files, and derived circulation files, and capabilities for intermixing of all types of input transactions to conform to normal work flow.

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Output flexibility can best be appreciated from a more technical description of the system; however, a broad characterization is:

1. All records (except for internal indexing records) are maintained in an identical general format. Content is never modified except by specific input action, which will automatically change that record throughout the system. Thus, the complete record is maintained for each catalog entry, regardless of intended output composition of the entry.

2. All output programs operate on sets of detailed specifications, which can be changed at will, governing format and content. This applies not only to graphical composition of the catalog itself but to catalog maintenance lists and files and to machine-readable outputs (e.g., circulation records).

This output flexibility will be useful in many ways, examples of which could be:

* abbreviating or graphically compacting entries if the catalog becomes too large

* responding to patron needs and desires which may become apparent

* special formulations such as large-print juvenile catalogs and authority files

* printed catalogs in abbreviated form for occasional wider distribution

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 30 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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